

Challenge Grant II
Program Evaluation Survey

This survey will become part of your county's Challenge II contract with the Board of Corrections. For purposes of this survey:

- “Program” refers to a defined set of interventions that will be given to a specified research sample in order to evaluate well-stated hypotheses.
- “Research Design” refers to the procedures you will use to test the stated hypotheses for your Program. In some instances you will have more than one Research Design for a Program, in which case a separate survey must be completed for each Research Design.
- “Project” refers to all the work that you propose to do with Challenge Grant II. For example, if you have two Programs and two Research Designs for each Program, the entire effort would constitute your Project (and you would complete four surveys).

To simplify the task of completing this survey, we refer you to several sources; 1) the initial Research Design Summary Form, 2) your Program’s responses to the technical compliance issues identified during the grant review, and 3) the Request for Additional Information form distributed at the Challenge II Evaluators Meeting on June 23, 1999. If no additional information was requested of a particular item on the Research Design Summary Form, enter the original text into the appropriate space below. If more information was requested, provide a more complete response. In either case, please provide the additional information requested by any follow-up question.

1.	County: Contra Costa	
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2. **Program Name:** Current Challenge Grant participants have found it useful to pick a name that helps them to create a Program identity (two examples are the “IDEA” Program and the “Home Run” Program). Indicate the title you will be using to refer to your Program.

East Contra Costa County Circle of Care Girls Day Treatment Center

3. **Treatment Interventions:** Describe the components of the Program that you will be evaluating. Another way of saying this is, "Describe how the 'treatment' juveniles (those in the Program) will be treated differently than the comparison juveniles (e.g., more intensive supervision, more thorough assessment, a wider range of services, more aggressive case management, better aftercare, etc.)."

The program will include a Day Treatment Program that is highly structured, full day, and non-residential. The center will provide case management with wraparound services, intensive Probation Officer supervision, education, prevention programming, gender-specific structured enrichment activities, emancipation readiness training, mentoring, and transportation.

3(a). The table below contains an exhaustive list of interventions that might be part of your Program. Use the appropriate number to distinguish the recipients, if any, of each of these interventions. If a particular intervention will not be part of your Program, please write a "0" in the box.

"1" - Treatment group only

"2" - Both groups with differences in specific intervention

"3" = Both groups with no differences in specific intervention

"4" = Comparison Group Only

1	Multi-disciplinary assessment to identify needs/plan interventions	1	Single point of entry/one-stop service center
1	Day Reporting Center	0	Multidisciplinary case management
1	Community Resource/Service Center	0	Restorative Justice Program
1	Neighborhood based prevention activities	0	Victim mediation/restoration
0	Teen Court	0	Institutional commitment
0	Neighborhood Accountability Boards	0	Transitional care
0	Victim advocacy	0	Voice tracking
0	On-site school	0	Community-oriented problem solving
1	Homework assistance	0	Reconciliation
1	Language proficiency development	1	Rigorous academic program
3	Monitor truancy through contact with schools	1	Tutoring
1	Probation officers on site: Prevention	0	ESL instruction
1	Probation officers on site: Intervention	1	Educational incentives
1	Social skills development	2	Mentoring
1	Life skills counseling	1	Life skills training
1	Youth leadership development	0	Swift and certain response
0	Parenting training - for youth	1	Emancipation skills training
0	Mental health counseling	0	Parenting training - for parents of youth
1	Family counseling	1	Sexual abuse counseling
0	Family counseling with involvement of extended family	0	Parenting counseling
1	Family conferencing	0	Parental prosecution
0	Family re-unification	0	Create multi-family support groups
0	Respite care	2	CPS referral
0	Family mentors	0	Medical services
0	Peer counseling	0	Physical therapy
1	Health education	0	Conflict resolution services
1	Conflict resolution training	0	Financial support
1	Anger management	0	Residential care
0	Finance management training	0	Clothing
0	Housing and food	0	Use of probation volunteers
0	Expedited case assignment and management	0	Vocational counseling
0	Community based restorative justice	0	Employment
0	Vocational training	0	Community service – paid
0	Job placement	0	Community service – unpaid
0	Pay restitution	1	Transportation

1	Intensive probation supervision	0	Behavioral contract
2	Probation supervision, not intensive	0	Speech therapy
0	Recreation activities	0	Outreach workers
0	After school programs	0	Other (Specify):
0	Crisis intervention	0	Other (Specify):
0	Electronic monitoring	0	Other (Specify):
2	Alcohol abuse counseling and support	0	Other (Specify):
2	Substance abuse counseling and support	0	Other (Specify):
1	Increase PO contact with other community agencies serving the family/youth (e.g., schools, mental health)	0	Other (Specify):

4. **Research Design:** Describe the Research Design that you will be using. Issues to be addressed here include the name of the design (e.g., true experimental design), the use of random assignment, and any special features that you will include in the design (e.g., the type of comparison group you will use for quasi-experimental designs).

True experimental design with random assignment of subjects to treatment and comparison groups from the same pool of potential research subjects.

- 4a. Check (✓) the statement below that best describes your Research Design. If you find that you need to check more than one statement (e.g., True experimental and Quasi-experimental), you are using more than one Research Design and will need to complete a separate copy of the survey for the other design(s). Also, check the statements that describe the comparisons you will be making as part of your Research Design.

Research Design (Check One)	
<input checked="" type="checkbox"/>	True experimental with random assignment to treatment and comparison groups
<input type="checkbox"/>	Quasi-experimental with matched contemporaneous groups (treatment and comparison)
<input type="checkbox"/>	Quasi-experimental with matched historical group
<input type="checkbox"/>	Other (Specify)
Comparisons (Check all that apply)	
<input type="checkbox"/>	Post-Program, Single Assessment
<input type="checkbox"/>	Post-Program, Repeated Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Pre-Post Assessment with Single Post-Program Assessment
<input checked="" type="checkbox"/>	Pre-Post Assessment with Repeated Post-Program Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Other (Specify)

All subjects will be given a six-month post-program assessment. Subjects who complete treatment early enough during the Grant will also be given a twelve-month post-program assessment.

- 4b. If you are using a historical comparison group, describe how you will control for period and cohort effects.
5. **Cost/Benefit Analysis:** Indicate by checking “yes” or “no” whether or not you will be conducting a Program cost/benefit analysis that includes at least: a) the cost per juvenile of providing the interventions to the treatment and comparison groups; b) the cost savings to your county represented by the effectiveness of the treatment interventions; and, c) your assessment of the program’s future (e.g., it will continue as is, be changed significantly, be dropped) given the results of the cost/benefit analysis.

Cost/Benefit Analysis	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 5a. If you will perform a cost/benefit analysis, describe how that analysis will be performed.

We will compute unit cost relating to adjudication and cost of welfare services. We will compare recidivism rates between the treatment and control groups to cost out imputed savings to the system from the arrests that are avoided. We will make an effort to estimate future costs.

6. **Target Population:** This refers to the criteria that treatment and comparison subjects must meet in order to be able to participate in the research. Target criteria might include age, gender, risk level, legal history, wardship status, geographical area of residence, etc.

Please provide a detailed description of the criteria you will be using and how you will measure those criteria to determine eligibility (e.g., school failure as measured by suspensions/expulsions or by low grade point average)

Female offenders and at-risk females in grades 7 through 12 in danger of being placed outside their family home who presently live in eastern Contra Costa County. To be eligible, the female juvenile must have a record of delinquency or be at-risk of being placed outside her present home because of family conflict, parental neglect, or because she is a potential runaway. The target population will not include females who have been found guilty of committing 707b Welfare and Institution Code violations. The probation department program manager will assess individual females to ensure that they meet a minimum level of risk in areas such as drug use, sexual behavior, violent behavior, runaway behavior and the like. The program will be voluntary for the females.

- 6a. Describe any standardized instruments or procedures that will be used to determine eligibility for Program participation, and the eligibility criteria associated with each (e.g., “high risk” as measured by the XYZ risk assessment instrument, a score of “X” on the CASI, etc.).

The probation program manager and principal data collector will score the “Circle of Care Day Treatment Referral Form” that will be completed by the person or agency making referrals to the program. The form collects data regarding risk factors including educational problems, gang involvement, mental health/child abuse issues, substance abuse, parenthood, and family factors. Additionally, the form collects resiliency factors including the youth’s strengths/resiliency sources, family strengths and resources.

7. **Sample Size:** This refers to the number of juveniles who will participate in the treatment and comparison samples during the entire course of the research. Of course, in any applied research program, subjects drop out for various reasons (e.g., moving out of the county, failure to complete the program, etc). In addition, there will probably be juveniles who participate in the Program you will be researching and not be part of the research sample (e.g., they may not meet one or more of the criteria for participation in the research, or they may enter into the Program too late for you to conduct the mandatory minimum of six months follow up of the juvenile after Program completion). **Using the table below**, indicate the number of juveniles who will complete the treatment interventions or comparison group interventions, plus the minimum six months follow up period. This also will be the number of subjects that you will be including in your statistical hypothesis testing to evaluate the Program outcomes. Provide a breakdown of the sample sizes for each of the three Program years, as well as the total Program. Under **Unit of Analysis**, check the box that best describes the unit of analysis you will be using in your design.

Sample Sizes (Write the expected number in each group)			
Program Year	Treatment Group		Comparison Group
First Year	20		20
Second Year	40		40
Third Year	20		20
Total	80		80
Unit of Analysis (Check one)			
<input checked="" type="checkbox"/>	Individual Youth	<input type="checkbox"/>	Family
<input type="checkbox"/>	School	<input type="checkbox"/>	Geographic Area (e.g., neighborhood)
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other:

8. **Key Dates:**

- “Program Operational” is the date that the first treatment subject will start in the Program.
- “Final Treatment Completion” is the date when the last treatment subject in the research sample will finish the interventions that constitute the Program (and before the start of the follow up period).
- “Final Follow Up Data” is the date when the last follow-up data will be gathered on a research subject (e.g., six months after the last subject completes the treatment interventions or whenever these data will become available).

Program Operational Date: 10/1/99

Final Treatment Completion Date: 1/1/02

Final Data Gathering Date: 7/1/02

9. **Matching Criteria:** Whether or not you are using a true experimental design, please indicate the variables that you will be tracking to assess comparability between the groups. Matching criteria might include: age, gender, ethnicity, socioeconomic status, criminal history, parental criminal history, etc.

Our matching criteria will include age, ethnicity, gross annual household income, criminal history, school performance, and substance abuse history.

- 9a. After each characteristic listed above, describe how it will be measured.

Age: Self-report and archival search of school, police, and/or probation records to determine date of birth.

Ethnicity: Self-report from research subjects.

Gross Annual Household Income: Self-report from research subjects and interview data from families.

Criminal History: Archival search of police and probation records to determine any past arrests and convictions.

School Performance: Archival search of school records to determine the number of units completed and grade point average.

Substance Abuse: Self-report and archival search of police and probation records.

- 9b. Which of these characteristics, if unequally distributed between the treatment and comparison groups, would complicate or confound the tests of your hypotheses? How will you manage that problem?

Each of these characteristics if unequally distributed between the treatment and comparison group could complicate or confound the tests of hypotheses. We will manage these potential problems using statistical procedures to control for those factors that are unequally distributed.

- 9c. If you are using an historical comparison group, describe how you will ensure comparability (in terms of target population and matching characteristics) between the groups.

9. **Comparison Group:** The intent here is to document the kind of comparison group you will using. If you are using a true experimental design, the comparison group will be randomly selected from the same subject pool as the treatment subjects - in that case enter "true experimental design" in the space below. However, for quasi-experimental designs, the comparison group might come from a number of different sources such as: matched schools, matched geographical areas, other matched counties, a matched historical group, etc.

Please identify the source of your comparison group.

True experimental design.

11. **Assessment Process:** The intent here is to summarize the assessment process that will determine the nature of the interventions that the juveniles in the treatment group will receive. For example, psychological testing, multi-agency and/or multi-disciplinary assessments, etc.

Through reviews of police and/or probation records (where present) and multi-agency assessments, the Program Manager will make recommendations to service providers for females in the treatment group and to probation officers for females in the control group regarding treatment interventions. Service providers and probation officers will then proceed with further assessments to determine interventions as needed.

- 11a. Describe any standardized assessment instruments that will be administered to all treatment group subjects for the purposes of identifying appropriate interventions.

The standardized assessment instruments that will be administered to all treatment group subjects for the purpose of identifying appropriate interventions include Child Behavior Checklist for Ages 4-18 (CBCL), the Youth Self-Report for Ages 11-18 (YSR), and the Child and Adolescent Functional Assessment Scale (CAFAS). These are standard psychological assessments that are required to secure Medi-Cal reimbursements for treatment. Additionally, the service provider will administer the Adolescent Problem Severity Index (APSI), Version I, to all treatment group subjects.

- 11b. Identify, which assessment instruments, if any, will also be administered to comparison group subjects.

The County has no plans to administer the identical standardized assessment instruments to all the comparison group subjects.

12. **Treatment Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which treatment subjects will be chosen. This process might include referral by a judge, referral by a school official, referral by a law enforcement officer, administration of a risk assessment instrument, etc.

The female must be referred to the program by Probation, local community-based organizations (CBOs), school attendance review boards (SARBs), local law enforcement, social services, and/or mental health services. The youth must be an offender or an at-risk female engaged in high-risk behaviors (drug use, sexual behavior, truancy, and gang membership).

13. **Comparison Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which comparison subjects will be chosen. For true experimental designs, this process will be the same as for treatment subjects.

The female must be referred to the program by Probation, local community-based organizations (CBOs), school attendance review boards (SARBs), local law enforcement, social services, and/or mental health services. The youth must be an offender or an at-risk female engaged in high-risk behaviors (drug use, sexual behavior, truancy, and gang membership).

- 13a. If procedures for determining the eligibility of participants for the Comparison Group differ from those described in 12, please describe them. If different procedures are used, how will you ensure comparability of the two groups on critical characteristics?

Variable	Score/Scale	Additional Information	Significance Test
Number of absences from school	Count	Only those subjects with the appropriate characteristics will be tested.	Two-sample z/t test depending on the size of the sample
Number of partial days attended	Count	Only those subjects with the appropriate characteristics will be tested.	Two-sample z/t test depending on the size of the sample
Number of arrests	Count	Only those subjects with the appropriate characteristics will be tested.	Two-sample z/t test depending on the size of the sample
Proportion completing probation	Proportion	Only those subjects with the appropriate characteristics will be tested.	Two-sample z/t test depending on the size of the sample
Number of sustained petitions	Count	Only those subjects with the appropriate characteristics will be tested.	Two-sample z/t test depending on the size of the sample
Proportion completing alcohol rehabilitation	Proportion	Only those subjects with the appropriate characteristics will be tested.	Two-sample z/t test depending on the size of the sample
Proportion completing drug rehabilitation	Proportion	Only those subjects with the appropriate characteristics will be tested.	Two-sample z/t test depending on the size of the sample
Proportion completing restitution	Proportion	Only those subjects with the appropriate characteristics will be tested.	Two-sample z/t test depending on the size of the sample
Proportion completing court-ordered work	Proportion	Only those subjects with the appropriate characteristics will be tested.	Two-sample z/t test depending on the size of the sample
Proportion earning attempted school credits	Proportion	Only those subjects with the appropriate characteristics will be tested.	Two-sample z/t test depending on the size of the sample

14. **Outcome Variables:** In the table above, list some of the most important outcome variables that you are hypothesizing will be positively affected by your Program. Possibilities include grade point average, truancy, arrest rate, successful completion of probation, petitions sustained, alcohol and drug problems, risk classification, etc.
15. **Score/Scale:** To "measure" the effects produced by your Program, you must put the variable in question on some sort of measuring scale (e.g., a test score, a count of occurrences, a rating scale, a change score indicating education achievement progress). For each variable for which you are making a hypothesis, indicate in the table above the measurement that you will be statistically analyzing when you test your hypothesis.
16. **Additional Information:** To explain more fully how you intend to test your hypothesis, you might find it helpful to supply additional information. For example, you might intend to partition the data by gender or make differential hypotheses for different age ranges. Supplying "additional information" is optional; but if there is some aspect of the hypotheses testing that is important for us to know about, please supply it in this section in the table above.
- 16a. For each outcome variable that will not be measured by a standardized assessment procedure, describe the procedures that will be used. For instance, if your county has developed a risk-assessment tool that you will be using to measure change, please describe how it works.
17. **Significance Test:** In order for a statistical procedure to be the appropriate test of a particular hypothesis, certain assumptions must be met. It is critical at the outset of a research design to make sure that the measuring devices, measuring scales, samples, and methodology produce the kind of data that fit the requirements of the intended

statistical procedure. In this section in the table above, please list your choice for the testing of your hypothesis, given the research design you have chosen, the measurement you will use, and the data you will be collecting.

- 14a. The table below contains an exhaustive list of the outcomes for which hypotheses have been developed by different Challenge II Programs. In the column to the left, check (✓) those outcomes that will be evaluated as part of your research design. For each such item, check the boxes to the right if you will also be collecting data for this variable for the period preceding program entry (Pre-Program) and/or for the period during program participation (During Program).

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
	Risk Factors		
	Time to Complete Risk Assessment		
✓	Arrest/Referral (any)	✓	✓
✓	# of Arrests/Referrals	✓	✓
✓	Type(s) of Arrest(s)/Referral(s)	✓	✓
✓	Petitions Filed (any)	✓	✓
✓	Sustained Petitions (any)	✓	✓
✓	# of Sustained Petitions	✓	✓
✓	Type(s) of Sustained Petition(s)	✓	✓
	Adult Convictions (any)		
	# of Adult Convictions		
	Type(s) of Adult Convictions		
✓	Institutional Commitment (any)	✓	✓
✓	# of Institutional Commitments	✓	✓
✓	Commitment Time	✓	✓
✓	Completion of Institutional Commitment	✓	✓
✓	Restitution Ordered	✓	✓
✓	Restitution Amount	✓	✓
✓	Restitution Paid	✓	✓
✓	Amount of Restitution Paid	✓	✓
✓	Court-Ordered Work	✓	✓
✓	Court-Ordered Work Hours	✓	✓
✓	Court-Ordered Work Completed	✓	✓
✓	# of Court-Ordered Work Hours Completed	✓	✓
✓	Court-Ordered Community Service	✓	✓
✓	Court-Ordered Community Service Hours	✓	✓
✓	Court-Ordered Community Service Completed	✓	✓
✓	# of Court-Ordered Community Service Hours Completed	✓	✓
✓	Education-Enrollment Status	✓	✓
✓	Education-Grade Level	✓	✓
✓	Education-Credits Earned	✓	✓
✓	Education-Grade Point Average	✓	✓
✓	Education-Expulsions	✓	✓
✓	Education-Suspensions	✓	✓
✓	Gang Involvement	✓	✓
✓	Alcohol Use	✓	✓
✓	Drug Use	✓	✓
	Runaway		
✓	Wardship Status	✓	✓
✓	Informal Probation Status	✓	✓
✓	Contacts with Probation Officer	✓	✓

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
	Family Functioning		
	Self Esteem		
	Use of Community Services		
✓	Self-Protective/Avoidance Behavior	✓	✓
	Client Satisfaction		
	Family Attitudes		
✓	Social Skills	✓	✓
✓	Pregnancy/Child Birth Rate	✓	✓
	Perceived Control Over Life		
	Community Attachment – Sense of Membership		
	Time to Initiate Supervision		
	Referrals to Community Agencies		
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		

The following questions are supplemental to the Research Design Summary Form and will help us understand how you intend to manage data collected for this project.

18. What additional background information (if any) will be collected for the participants (both treatment and comparison)? For instance, will you gather information about family criminal background, drug involvement, parent attitudes, etc. If so, what will be collected and how?

We will not collect further additional background information about the participants.

19. How will the process evaluation be performed? What components will be addressed and how will they be measured (e.g., services available and frequency of use of those services by each participant)? What is the timeframe for gathering process-related information? What recording mechanisms will be used? If descriptive or statistical analyses will be performed, please describe what they will be.

The process evaluation will be performed by collecting quantitative (number and type of contacts for subjects in treatment and comparison groups), observational (planning meetings, staff meetings, service delivery), and interview data (staff and research subjects). We will begin our data gathering as orientation meetings begin and will collect data throughout the term of the grant. The recording mechanisms for the quantitative data will include contact logs and tracking forms to capture service frequency, school attendance, disciplinary, and delinquent behaviors. The recording mechanisms for observational and interview data will be field notes kept by staff researchers. The descriptive or statistical analyses that we will perform include two-sample means tests to determine if there are statistically significant differences between the treatment and control group on mean number of school days missed and school days partially attended. We will also compare rates of suspensions, expulsions, arrests, and sustained petitions between the two research groups.

20. Describe how you will document services received by the treatment and comparison group members. Examples are: how many family counseling sessions did the family attend, how intense (and by what measure) was the drug treatment, did the subject complete the interventions, etc.?

The documentation of services received by the treatment and comparison group members will be accomplished by recording the number of contacts individuals in both groups have with various service providers, for what length of time, and whether the subject completed the intervention.

21. What will be the criteria for completion of the program? For instance, will the Program run for a specified amount of time irrespective of participants' growth or lack thereof? If so, how long? Alternatively, will completion be determined by the participants' having achieved a particular outcome? If so, what will that outcome(s) be and how will it be measured? Examples are decreased risk as measured by a particular instrument, improved academic performance, etc.

The criteria for completion of the program will be remaining in the program for a six-month (180-day) period.

22. If Program completion will be linked to probation terms, how will you record those terms and identify adequate completion? Examples include paying restitution, completing a work program, performing community service, etc.

Program completion will not be linked to probation terms; however, program enrollment will be a requirement for that portion of the subjects who are referred from probation.

23. On what basis will a subject be terminated from the Program and be deemed to have failed to complete the Program?

A subject on probation will be terminated from the program and be deemed to have failed to complete the Program if the court gives her an out-of-home placement or she is found responsible for a felony violation. For a subject in the treatment group, further causes for termination and failure include bringing a weapon to the site, being found in possession of a controlled substance while on-site, or being absent from the program for seven consecutive program days with whereabouts unknown. For a subject in the control group, further causes for termination and failure include bringing a weapon to school, being found to be in possession of a controlled substance while at school, or being absent from school for seven consecutive school days with whereabouts unknown.

A subject not on probation will be terminated from the Program and be deemed to have failed to complete the program if the court gives her an out-of-home placement or she is found responsible for a felony violation. For a subject in the treatment group, further causes for termination and failure include bringing a weapon to the site, being found in possession of a controlled substance while on-site, or being absent from the program for seven consecutive program days with whereabouts unknown. For a subject in the control group, further causes for termination and failure include bringing a weapon to school, being found to be in possession of a controlled substance while at school, or being absent from school for seven consecutive school days with whereabouts unknown.